

1997

# Programs in Education and Technology Ed.D. Programs in Child and Youth Studies [1997]

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*Fischler Postgraduate Course Catalogs*. Paper 117.  
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Fischler Center for  
the Advancement  
of Education

# Programs in Education and Technology

Ed.D. Program in  
Child and Youth Studies



**1997-1998  
STUDENT HANDBOOK**

## **1997 - 1998 STUDENT HANDBOOK**

### **PROGRAMS IN EDUCATION AND TECHNOLOGY**

#### ***Ed.D. Program in Child and Youth Studies***

*Policies and programs set forth in this catalog are effective through August 31, 1998. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova Southeastern University administration.*

*The University recognizes that individual programs require different time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program. All program/center catalogs, bulletins, and handbooks carry this information.*

*Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number (404) 679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.*

*Published December, 1997*

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# NOVA SOUTHEASTERN UNIVERSITY

Nova Southeastern University's centers and programs share a common mission—to educate students for leadership roles in a variety of professions, such as law, education, medicine, psychology, business and public administration, oceanography, and computer and information science. In the Nova Southeastern University educational continuum, preprofessional training begins as early as University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova Southeastern University educational plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

The University's Educational Plan stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, Nova Southeastern University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. NSU also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be time-bound or place-bound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that are the cornerstone of the academic tradition.

## Mission Statement

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high quality educational programs of distinction from preschool through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The University fosters inquiry, research, and creative professional activity, by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.

# FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION

## Mission Statement

The Fischler Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education of their students. The Center hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

In accomplishing its mission, the Center offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographic areas in which there are few resources for the training and professional support of practitioners.

Because of its commitment to the working professional, the Center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the education field, and to be ready to accept changing responsibilities within their own organizations. The Center also aids professional educators in achieving personal goals, including certification requirements.

Overview of the Fischler Center for the Advancement of Education programs:

**Graduate Teacher Education Program** offering:  
Various Majors in Teaching (M.S. and Ed.S.)  
Modified Core Program in Educational Leadership (M.S. and Ed.S.)  
Initial Certification (M.S.)  
Nondegree Endorsement and  
Certification Renewal Options

**Life Span Care and Administration** offering:  
Applied Addiction Studies (M.S.)  
Child and Youth Care Administration (M.S.)  
Early Childhood Education Administration (M.S.)  
Elder Care Administration (M.S.)  
Family Support Studies (M.S.)

**National Ed.D. Program for Educational Leaders** offering:  
Educational Leadership (Ed.D.)

**Programs for Higher Education** offering:  
Adult Education (Ed.D.)  
Computing and Information Technology (Ed.D.)  
Health Care Education (Ed.D.)  
Higher Education (Ed.D.)  
Vocational, Technical, Occupational Education (Ed.D.)

**Programs in Communication Sciences and Disorders** offering:  
Audiology (Au.D.)  
Speech-Language Pathology (M.S. and SLP.D.)

**Programs in Education and Technology** offering:  
Instructional Technology and Distance Education (M.S. and Ed.D.)  
Child and Youth Studies (Ed.D.)

## **PROGRAMS IN EDUCATION AND TECHNOLOGY**

### **Ed.D. Program in Child and Youth Studies**

The Ed.D. Program in Child and Youth Studies is a field-based doctoral program for employed professionals whose work impacts the quality of life of children and youth from birth to age 18. The program is designed to provide structures that support students' progress and to nurture intellectual and professional growth. It requires that students apply theory to practice while pursuing their career goals.

### **Mission Statement**

The mission of the Ed.D. Program in Child and Youth Studies is to improve the lives of children and youth by improving the leadership skills and behaviors of educators and other child and youth professionals whose work affects the quality of life of children between the ages of birth and 18 years. The admission criteria and the doctoral curriculum are derived from this mission. As the program is designed to improve the delivery of services by modifying attributes of school, social services, and child and youth care program personnel, only men and women who are actively engaged in appropriate positions are admitted. The curriculum, designed to promote the program's mission, is expressed in terms of four goal categories, each of which contains more specific assessable objectives. The four goal categories are: (1) leadership, (2) knowledge, (3) problem solving, and (4) perspective.

In the context of the program's mission, leadership requires action in the areas of education or social service for which one is responsible. Such actions must be derived from a sound knowledge base and genuine problem-solving skills. Additionally, leadership requires specific knowledge of contemporary and historical analysis of leadership, appraisal of one's own leadership behavior, and ability to assess the leadership skills of others.

Doctoral education demands mastery of an appropriate knowledge base. The substantive knowledge valued in the program is reflected in the titles of the core curriculum areas: Leadership,

Research and Evaluation, Technology, Developmental Issues, and Political Processes and Social Issues. In addition, knowledge requires an understanding of the salient characteristics of the knowledge-producing disciplines within education and the social sciences.

The mission of improving education and social services for children and families also requires a problem-solving orientation on the part of professionals working with children and youth. Problem solving is not merely a matter of motivation; skills are required, including those customarily related to knowledge utilization, evaluation, and management of resources. Most important, however, is a disposition to intentional actions through a systematic approach to problem solving.

A fourth goal category of the program emphasizes the need for childhood professionals to achieve a broad perspective of the educational and support services needs of children and youth. One formulation of this goal is that professionals be cosmopolitan rather than provincial in their outlook and behavior. An expression of this goal is that students should assume a national perspective of child- and youth-related problems and solutions, including development of a national network of resources available to them, and a responsible posture toward professional associations.

By increasing the knowledge base of students and by enhancing their problem-solving capabilities, the program focuses on the relationship of theory to practice. Its aim, the improvement of professional skills for their application to educational, health, or social service settings, can be observed in the pervasive application of learning to the students' personal work settings. Practicum requirements for the development of substantive professional improvement projects further exemplify the program's philosophy and the means for the realization of this objective.

In keeping with the goals of accessibility, the program is offered in approved locations throughout the United States or through a combination of classroom and electronic instruction. These structures permit participation by qualified students who otherwise would be denied access to graduate education.

### **Introduction**

Many nations of the world are experiencing the turbulence produced by a structural shift from an industrial economy based upon the physical production of material goods to a technological economy based upon the exchange of ideas, knowledge, and information. This structural shift is having a profound effect upon our institutions—family, education, religion, business, and government. The scope and rate of change are unprecedented, and the effects are cultural, psychological, social, and economic. The central question before us is how this shift will affect society and whether specific segments of society, such as

children and youth, will adapt to the pressures, problems, and opportunities of the technological economy.

Although many issues will be important in the years ahead, none will be more important than the development of the critical mass of intellectual capital required to shape our future. What is needed is a new type of leadership, demonstrated by individuals who can develop a vision of the future that serves as a conceptual framework to guide policy making at national, state, and local levels. The primary goal of the Ed.D. Program in Child and Youth Studies is to enhance the professional and leadership skills of individuals whose work influences or determines the quality of life of children and youth.

## **The Program**

The Ed.D. Program in Child and Youth Studies, designed for professionals who work with children from birth to 18 years of age, recognizes the critical relationship between graduate education and the society of which it is a part. Faculty and program administrators also recognize that advanced education programs must produce graduates who can analyze social and educational issues of broad public interest and purpose and implement solutions to social problems.

## **Study Areas and Specializations**

Formal instruction takes place in clusters or groups of students who work and study together throughout the life of the program. The program's major components are five core study areas, one specialization area, two practicums, and two Summer Institutes.

The five core study areas are:

- Leadership I and II
- Developmental Issues
- Research and Evaluation I and II
- Political Processes and Social Issues
- Technology I and II

The three areas of specialization are:

- Management of Programs for Children and Youth
- Curriculum Development and Systemic Change
- Special Services/Exceptional Education

## **The Cluster Concept**

The Ed.D. Program in Child and Youth Studies is a field-based program. Formal instruction takes place in Saturday cluster seminars. Each cluster is a group of 20 to 30 professionals who live and work in a variety of settings, but often within geographic proximity to one another. Students in each cluster begin the program at the same time and progress through the program components—study areas, specialization areas, practicums, and Summer Institutes—together. Doctoral residency is defined as continuous enrollment for one (1) calendar year.

The cluster is intended to serve as both an administrative and an educational vehicle for the program. For example, communication and decision making frequently take place through the cluster structure. In addition, the cluster format provides opportunities for sharing the expertise of individual cluster members. Clusters are encouraged to form study groups that meet between seminars to discuss assignments.

Each cluster operates locally under the direction of a cluster coordinator. The coordinator, who holds a doctorate in education or a related field, is a facilitator of many administrative details and cluster activities and serves to support and advise students.

## **The National Cluster Concept**

Professionals who live at a considerable distance from developing cluster sites may select an innovative approach to doctoral studies. The National Cluster was designed to provide an alternative delivery format for the Ed.D. Program in Child and Youth Studies. National Cluster instruction is accomplished through:

- Ongoing electronic communications and technology using electronic mail (e-mail), the electronic classroom (ecr), and an NSU-sponsored bulletin board.
- On-campus instruction with faculty in Fort Lauderdale during 4-day or 5-day weekend sessions scheduled in February and October each year of the 3-year program.
- An 8-day Summer Institute, held in Fort Lauderdale in July or early August of years 1 and 2, at which students take classes in their areas of specialization.

Students must have access to a computer and a modem. NSU will provide toll free numbers that will allow access from any location in the United States and Canada.

We anticipate that professionals from countries outside North America with access to Internet may find the National Cluster delivery format an exciting alternative to traditional approaches to doctoral studies.



## Study Areas

Each study area is designed to involve students in 3-5 months of intensive seminars, readings, structured activities, and evaluation procedures. Each study area is under the direction of a senior faculty member who is responsible for course content, instruction and other academic experiences, evaluation procedures, coordination of guest lecturers' presentations, and commentary on student performance. Study guides and readings interrelate the study area material. Students meet one Saturday each month for a full day of instruction. Attendance is required at all meetings.

Instructional sessions are not scheduled during national holidays.

## Summer Institutes

The event in the program that brings students together from all clusters is the annual Summer Institute. This weeklong academic experience provides an opportunity for interaction among students from across North America, with instructional and practicum faculty, cluster coordinators, staff, administrators, and invited lecturers and guests.

Each doctoral student must attend two Summer Institutes. Students are responsible for their travel, room, and meal costs, as well as materials fees. Students must register and reside in the hotel or site selected for the Summer Institute. Students must attend their specialization classes at the Summer Institutes during years 1 and 2 of the program.

## Practicums

Practicums in the Ed.D. Program in Child and Youth Studies are creative, problem-solving projects designed to improve a situation, program, or product in the student's primary work setting. Students become active problem solvers in their professional settings through direct involvement in strategies designed to address identified problems. The concept of the practicum stems directly from the belief that leadership in all sectors requires action, as well as reflective thought. Practicums require identification of a significant problem in the student's primary work setting and area of specialization, design of a solution strategy, and implementation and evaluation of the strategy.

Two practicums are required, the second one being a major project in which students solve problems of extensive scope in their primary work settings. Instruction in the practicum component is organized into two daylong seminars. One of these sessions occurs 5 months after the cluster begins the program; the second occurs halfway through the program. Students are assigned practicum advisers who provide guidance during the practicum experience.

## Areas of Specialization

The specialization component offers students the opportunity for intensive study in one of three areas of professional activity and interest:

1. Management of Programs for Children and Youth
  - for administrators, supervisors, and coordinators of programs
2. Curriculum Development and Systemic Change
  - for teachers, teacher trainers, curriculum developers, resource center personnel, librarians, and media specialists
3. Special Services/Exceptional Education
  - for special educators, counselors, speech and language pathologists, school psychologists, residential and youth care professionals, social workers, and nurses.

Students must be employed in their areas of specialization. Questions regarding the most appropriate area of specialization should be directed to the program office.

After reviewing texts and other instructional materials, participants begin their preparation for the formal instructional experience that occurs during the Summer Institute. Students must attend the full instructional periods of the Summer Institutes scheduled during their first 2 years in the program.

## Examinations

A summative examination or project, requiring the demonstration of ability to integrate concepts and ideas and to apply relevant information, is required at the conclusion of each study and specialization area.

## Cluster Wrap-Up

When a cluster completes the five study areas and the two sessions of the specialization areas, a wrap-up activity is scheduled. The cluster, with the guidance of the cluster coordinator, designs a culminating experience to bring closure to these components of its Ed.D. program.

## Graduation and Commencement Information

There are three important dates in the graduation process:

1. *Completion of requirements.* This is the date when all requirements, including course work, practicum, and financial obligation, are satisfied. This date appears on the final transcript.

# PROGRAM COMPONENTS

## **STUDY AREAS**

- Leadership
- Technology
- Developmental Issues
- Research and Evaluation
- Political Processes and Social Issues

## **PRACTICUMS**

- Practicum I
- Practicum II

## **SUMMER INSTITUTES (Specialization Instruction)**

- Curriculum Development and Systemic Change  
or
- Management of Programs for Children and Youth  
or
- Special Services/Exceptional Education

2. *Degree conferral.* This is the date of the meeting of the Board of Trustees at which the degree is legally conferred. The board meets once each month. The student's name will be presented to the board at the meeting following the date of completion of requirements. The date of degree conferral appears on the final transcript. At this time, the student will receive one official transcript free of charge. Additional transcripts must be requested at a cost of \$5 each.
3. *Commencement.* Commencement ceremonies are held in Fort Lauderdale in June. Information regarding this event is sent to students in April of each year by the registrar. Students who have not completed all program requirements may participate in the June commencement if, in the judgment of the faculty, all requirements will be met by June 30. Students who wish to participate in the June commencement must gain approval of the proposal for the Practicum II by September 1 of the preceding year. The practicum report must be approved by June 15.

## Grading System

The grading system for the Ed.D. Program in Child and Youth Studies is as follows:

A	Excellent	4.0
B+	Very Good	3.5
B	Good	3.0
F	Failure	0.0
W	Withdrawal	0.0
I	Incomplete	0.0

Students must receive a passing grade in each program component to remain in the program. No opportunity is provided to repeat a study area, specialization area, or practicum that does not receive a passing grade.

## Progress Report

Students will receive grade reports from the registrar's office following each program component. These reports will indicate the current status of grades earned and semester hours for all courses completed and/or attempted. The program office maintains an up-to-date report on each student.

## Admission Requirements

The Ed.D. Program in Child and Youth Studies seeks competent, experienced professionals, actively involved in the field. It serves practitioners who demonstrate leadership abilities and academic competencies and who are committed to improving

the quality of life of children, youth, and families. Specific requirements for admission to the program include:

- A master's degree with a minimum GPA of 3.0 in education, child development, child care, or a related field from a regionally accredited institution,
- Evidence that the applicant has the academic background and ability to be successful in the program. (This judgment, made by the Admissions Committee, will be based upon previous academic records, academic activities since obtaining the master's degree, letters of recommendation, a personal interview, a resume that includes information on the applicant's educational and professional experience, and narrative responses to questions posed on the supplementary application.)
- Holding a position that requires or allows an applicant to work independently and to have a direct or indirect impact on children and/or youth.
- Three years of work experience with children newborn to age 18.
- Applicants must have access to a computer and modem, be familiar with communication through the Internet and the World Wide Web, and maintain arrangements with an Internet Service provider.

## Acceptance to Program

Students receive a formal letter of acceptance from the program dean upon satisfactory completion of all admission requirements. If a question remains concerning the eligibility of the applicant, the Admissions Committee may accept the applicant on a provisional basis.

## Credit Allocation

Credits are awarded for work upon satisfactory completion of all requirements:

Leadership I	4 credits
Research and Evaluation I	5 credits
Specialization Session I	7 credits
Practicum Orientation I	6 credits
Technology I	2 credits
Developmental Issues	6 credits
Specialization Session II	7 credits
Practicum Orientation II	6 credits
Research and Evaluation II	5 credits
Technology II	2 credits
Political Processes and Social Issues	4 credits
Leadership II	3 credits
Practicum Report I	3 credits
Practicum Report II	6 credits

**TOTAL**

**66 CREDITS**

## **Transfer of Credit**

Because the Ed.D. program differs in many fundamental ways from traditional programs, there is no equivalent course work for which credit could be transferred. Transfer and life or work experience credits are, therefore, not accepted in fulfillment of requirements.

The program does not attempt to meet state certification requirements for any specific positions. These requirements vary from state to state to such an extent that any attempt to train for specific positions would defeat the purpose and nature of the program. The registrar will work with students seeking certification to the extent that any specific requirements are compatible with the program.

Credits earned at Nova Southeastern University are transferable at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for information.

## **Certification**

The program does not attempt to meet state certification requirements for specific positions. These requirements vary from state to state to such an extent that any attempt to design course work for specific positions would defeat the purpose and nature of the program.

Students who are interested in the extent to which course work and credits apply to their areas of certification are encouraged to contact the appropriate county or state office.

# **STUDY AREA DESCRIPTIONS**

## **Leadership I**

Students preparing for personal and professional development assess the skills and behaviors of the leader or change agent in terms of their own potential for growth and future leadership positions. They are asked to distinguish between strategic thinking and operational planning and to elaborate on contemporary social problems they confront in their current positions, as well as problems that future leaders may confront who work with children and youth. The second purpose of this component is to provide an overview of the total program and to relate the program components to one another.

## **Technology I**

An introduction to the use of computers and other technologies is provided for all students through the use of personal hardware/software. Students receive hands-on experience in the use and application of word processing, spreadsheets, and database management in a 2-day seminar scheduled at their cluster site. Practical applications to the student's specialization area are stressed. One day

of Summer Institute is set aside to provide hands-on opportunities in the use of telecommunications.

## **Research and Evaluation I**

After considering a basic principle of the program, the importance of leadership in programming for children and youth, students are introduced to the skills required of the consumer of the research literature. The ability to comprehend, analyze, and critically evaluate professional literature, essential for people in decision-making positions, is demonstrated in assignments designed for the practitioner. Students also begin to focus on research and evaluation design and on in-field tests and measurements. Skills and information emphasized in this component will affect the study areas that follow and will enhance the work required for Practicums I and II.

## **Developmental Issues**

A thorough grounding in the development of children and youth is essential as students contend with critical issues that impact on children and youth, their families, and the education, health, and human service systems that serve them. Within this study area, students apply the vast literature on theory and research in child and/or adolescent development to the practice issues rooted in today's society. The study area emphasizes both analysis and synthesis as important approaches to the study of developmental issues. The area covers developmental theories; research; the characteristics and capabilities of children and youth in the physical, cognitive, social, affective, and language domains; and both normative and atypical courses of development. The student will be assigned to a group that emphasizes either the early/middle childhood periods or the adolescent period based on prior academic background and current practice role.

## **Technology II**

The emphasis in this study area is on advanced uses of telecommunications, the exploration of future technological possibilities, and the role of tomorrow's educational leader. Online activities will include the use of the electronic classroom, writer's workbench, and the electronic library. Students will explore, identify, and evaluate technology applicable to their specialization area and explore the potential impact of emerging technologies in their professional arena.

## **Research and Evaluation II**

More advanced research and reporting strategies required for the development and execution of practicums are investigated in this component. Qualitative research derived from human development and specialization areas are studied and related to the major research and evaluation paradigms most often used by education and social services professionals.



## **Political Processes and Social Issues**

This study area is designed to assist students in developing the skills necessary to analyze political systems and processes at the local, state, and national levels. Needs of children, youth, and families identified in previous study areas are related to political procedures, current legislation, and the role of the change agent. Students identify responsibilities of professionals and leaders in the legislative process and suggest methods for instituting change.

## **Leadership II**

This study area provides students with an opportunity to revisit and evaluate program experiences as they relate to current and emerging issues confronting the child and youth professional. Applying analytical skills developed in earlier segments of the program, students reflect on their personal growth and future commitments. They assess their leadership qualities and demonstrate their new capabilities in the solution of a social problem. This project is designed to integrate the competencies of analysis, synthesis, problem solving, and evaluation. Students disseminate their findings at a professional seminar.

## **AREAS OF SPECIALIZATION**

Instruction in each of the specialization areas focuses on identification of the specific needs of a target population, methods for working with specific audiences, program development and evaluation, legal and ethical issues concerned with the area of specialization, and the personal and political impact of professionals on the children, youth, and families with whom they work. Preparation for the instructional sessions begins 2 months preceding instruction. Students complete readings, activities, and assignments prior to the Summer Institute. These activities are designed to prepare the student for the specialization experience and to provide opportunities for demonstrating personal initiative, the ability to work independently, assumption of a leadership role, and the ability to investigate an area of professional activity and interest. Students must attend the specialization classes during their first 2 years in the program.

## **Special Services/Exceptional Education**

Appropriate for professionals who provide educational, health, or social services for children and youth with handicapping conditions, this specialization area is designed for those concerned with providing leadership in support of children with special needs. Over a 2-year period, students analyze special education and special services literature and confront theoretical and pragmatic issues identified in the research findings.

As professionals who must articulate the needs of their populations within specific special services and exceptional education settings, students analyze and evaluate current instructional and social programs. They design new programmatic paradigms appropriate to the requirements of their particular audiences and assess available materials and instructional strategies. Students develop a broader understanding of legal, ethical, and moral issues as they acquaint themselves with research and legislation affecting the lives of children with disabilities and their families and as they investigate human service delivery models and community resources.

## **Curriculum Development and Systemic Change**

Designed for teachers and other instructional leaders and for professionals responsible for guiding institutional curriculum development, this specialization reviews past practice as a precursor to the understanding and evaluation of current professional practice. Throughout Year I of the component, students immerse themselves in the investigation of curriculum selection, design, and evaluation and in the implementation of instructional strategies and educational innovation.

Students consider the challenge of creating schools and school systems that are philosophically, organizationally, and instructionally different during Year II of the specialization. The focus is on a systems approach to maximizing the educational environment for children and youth. Grant-writing skills relevant to facilitating change are discussed.

## **Management of Programs for Children and Youth**

Following a theoretical overview of administrative models, students analyze and assess programs, systems, and strategies that enhance the effectiveness of organizational leaders and the audiences they serve. Skill building in such dimensions as interpersonal communication, team building, conflict resolution, and human resource development are emphasized from the practitioner's perspective.

Students analyze the growth and development of power within the organizational structure. Participants reflect on the use of power as a positive force and its application to various work settings and managerial roles.

The issues and skills concerned with budgeting, funding, personnel selection, and evaluation are addressed from the administrator's perspective. Questions regarding equity and other legal issues are discussed.

# PRACTICUM DESCRIPTIONS

## Practicum I

During the first practicum experience, students work closely with an adviser who serves as a guide and mentor. Students identify a situation that needs improvement in their primary work setting and that relates to their area of specialization in the doctoral program as well as to their instructional level or professional role. They utilize a problem-solving process to prepare a practicum proposal that demonstrates skills in problem identification and documentation, causal analysis, literature review, goal and outcome writing, evaluation, selection of solution strategies, and design of an implementation plan. Students assume a leadership role as a change agent in their work setting as they apply problem-solving strategies. They evaluate the effectiveness of their plan and write a report that describes the entire process.

## Practicum II

During the second practicum experience, students identify a different problem situation and utilize the problem-solving process they learned during the first practicum. The practicum must be carried out in the student's primary work setting and must relate to the student's specialization. Expectations are that a problem of significance will be solved with an in-depth approach to the various aspects of problem solving, with application of skills and knowledge gained from the program's study areas and specializations. Students are assigned a practicum adviser who serves as guide and mentor; however, they are expected to proceed with more independence as a result of the Practicum I experiences.

# PROGRAM POLICIES

## Program Timelines

The duration of the program is 36 months. Students who do not complete the requirements within 3 years may be granted a fourth year of study by submitting a written request to the program director. If the student has not completed all Practicum I requirements, which include submission and approval of the final report, and has not achieved an approved proposal for Practicum II, the fourth year will not be granted. Students may also request a 6-month extension beyond the fourth year. The charge for the fourth year is one half of the annual tuition, paid in two, 6-month installments, depending on need. The charge for the 6-month extension is one fourth of the annual tuition. Payment must accompany the registration form for the continuing services.

## Absences

Absences are not permitted in this program. Students are expected to attend all class meetings in each of the five study areas, the periods of specialization, and the practicum seminars, including those sessions delivered via telecommunications. Regular classroom interaction helps to provide program consistency and content enrichment. Absence from any cluster meeting may result in dismissal from the program at the discretion of the program dean.

In the rare instance that an absence cannot be avoided, an equal and appropriate make-up experience/assignment, specified by the study or specialization area faculty member, is to be completed within a designated time frame. Also, the student is responsible for obtaining all materials presented at the missed class meeting and must provide to the cluster coordinator a summary of the class notes of three students. *Cluster coordinators should be notified immediately if the student expects to be absent.*

If a student is unable to attend a practicum seminar, the director of practicums should be contacted in advance to arrange a make-up experience at another cluster site.

Adult students may experience unexpected family or life crisis situations that interfere with doctoral study. Should such a situation occur, the student should contact the program office for advice regarding available options.

## Tardiness

Tardiness or early departure (more than 15 minutes) is treated in the same manner as absence from a class session. Tardiness or early departures must be discussed with the program dean and may lead to dismissal from the program.

## Leave of Absence

The program structure does not allow for a leave of absence. Should a second cluster originate in a nearby area, a student may request reinstatement after withdrawal from the program. Reentry into the program following withdrawal or as a result of being separated for nonpayment must be approved by the program dean. A \$250 reinstatement fee will be charged, and the student will be subject to the tuition schedule and regulations in effect at the time of reinstatement.

Readmission following academic dismissal is not possible. Students who withdraw from the program are required to reenter at a point that will allow completion of all requirements within a 7-year period from the beginning of study with the original cluster.

# **FCAE DOCTORAL CANDIDACY POLICY**

Doctoral students in the Fischler Center for the Advancement of Education (FCAE) eligible for degree conferral in June, 1998, must reach doctoral candidacy status prior to the Provost's recommending their degree conferral to the President and the Board of Trustees. This addition to the graduation requirements for FCAE doctoral students reflects the belief that the rigor and quality of the doctoral programs are enhanced by a quality check by a Candidacy Committee made up of doctoral faculty from all center doctoral programs and by demonstrating the programs are meeting the spirit of the criteria of Nova Southeastern University's regional accrediting body.

The format and process of the candidacy requirements are as follows:

## **Requirements for Candidacy**

In order for a doctoral student to be eligible for candidacy, the student must meet all of the following requirements:

1. Currently enrolled in the program and be in good standing at the University;
2. successfully complete all study areas and seminars;
3. complete all Summer Institute requirements;
4. achieve an approved Practicum II Proposal.

## **Candidacy Committee**

Purpose: The Candidacy Committee is responsible for making a candidacy recommendation to the Provost of FCAE for doctoral students recommended by the Dean of the program. The recommendation is reached in a formal meeting of the Committee and based on a review of documentation offered by the Program Dean and any additional requested information. The Committee may recommend to award, defer, or deny candidacy. Negative recommendations will be accompanied by a statement of cause.

## **Composition and Organization**

The Candidacy Committee will be composed of six faculty members (two from each doctoral program) and the Associate Provost for Student Services who will serve as permanent chairperson. Faculty members will be selected by the Program Deans and serve for two years (half of the initial group will serve one year).

The Associate Provost for Student Services, serving as the permanent chairperson, is responsible for: (a) receiving and reviewing candidacy recommendations and support documentation for completeness; (b) forwarding the recommendations

and documentation to the Candidacy Committee members for their review in advance of a meeting of the Committee; (c) notifying the committee of meeting times and places; (d) chairing the Committee meeting and keeping all appropriate records; and (e) forwarding the recommendations of the Committee to the Provost of FCAE.

## **Meeting Time and Quorum**

The Committee will meet bimonthly on the third Monday of the month and at other times that may be determined by the chairperson. The presence of four members of the Committee at a meeting will constitute a quorum. Recommendations can be made by a majority of the members present at a meeting.

## **Candidacy Process**

When, in the view of the Program Dean, a doctoral student meets doctoral candidacy requirements, the Dean may formally recommend the student for candidacy. The recommendation and all appropriate documentation will be sent to the Chair of the Committee, the Associate Provost for Student Services. Documentation will include: (1) a working transcript; (2) a completed Candidacy Review Checklist; (3) evidence that a faculty committee has approved the student's final research topic and the final applied research proposal; (4) evidence that the student has successfully completed any required comprehensive examination; (5) evidence that the student is in good standing at the University, and (6) any other material that will support the recommendation.

This Committee Chairperson (the Associate Provost for Student Services) will review the documentation for completeness and forward to the Candidacy Committee in advance of a candidacy meeting.

At a formal meeting of the Committee, with at least four members present, a majority may make one of the following recommendations to the Provost of FCAE:

- Candidacy without reservation.
- Defer candidacy awaiting further documentation for satisfying candidacy requirements.
- Deny candidacy based on a stated cause(s).

The Provost of FCAE makes the final determination of candidacy using the recommendations of the Committee and any other self-generated information. Within ten days after receiving the Committee's recommendation, the Provost will formally notify the student, Program Dean and the Chairperson of the Committee of the decision.

In the event of a negative decision, the student has a right to grieve the decision using FCAE's grievance procedure.



# PROGRAM WITHDRAWAL

## Withdrawal from Study Areas and Specializations

Student must withdraw **prior to** the last instructional class session in order to remain in good standing with the privilege of re-entry into the program at a future date.

## Withdrawal From Practicum

The 18th month of the program is the date by which students must achieve an approved proposal for Practicum I in order to continue their doctoral studies. The 36th month in the program is the date by which students must achieve an approved proposal for Practicum II in order to continue their doctoral studies.

Students may withdraw from PCY 8491, Seminar and Proposal, until one calendar month before the 18th month deadline. Students may not withdraw during the 18th month to avoid the proposal deadline.

Students may withdraw from PCY 8493, Seminar and Proposal, until one calendar month before the 36th month deadline. Students may not withdraw during the 36th month to avoid the proposal deadline.

Students who have reached the maximum number of outline, proposal, or report submissions (revisions/rewrites) may not withdraw.

Students who withdraw from PCY 8491 or PCY 8493 may complete the study area in which they are enrolled, at which time they will be withdrawn from the program.

## Dismissal

The program reserves the right to dismiss students at any time if it becomes obvious that they are not able to satisfy the program's scholarship requirements or if their academic behavior is reprehensible or unethical (e.g., cheating, plagiarizing, misrepresenting oneself).

## ORIGINAL WORK

Examinations, projects, term papers, practicums, and other assignments must be the original work of the student. Original work may include the thoughts and words of another. If this is the case, those ideas or words must be indicated by quotation marks or other accepted reference devices and attributed to the rightful source. *Word-for-word copying from any published or unpublished source constitutes plagiarism. Inclusion of the original author's name and the date of publication does not exempt the writer (student) from indicating with quotation marks and page citations that material has been taken verbatim from another source.*

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source including another student unless such copying is acknowledged by the person submitting the work for credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express element of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination. Failure to observe these guidelines will result in dismissal from the program.

## Referencing the Works of Another Author

All academic work submitted to Nova Southeastern University for credit or in partial fulfillment of course requirements must adhere to the accepted rules of documentation. Standards of scholarship require that proper acknowledgment be given when the thoughts and words of another are used. Students are required to purchase the most current *Publication Manual of the American Psychological Association* and to become familiar with accepted scholarly and editorial practice. Failure to observe these guidelines will result in dismissal from the program.

## DEGREE REQUIREMENTS

To be eligible for degree conferral, the student must fulfill the following requirements:

- Complete all admissions requirements.
- Successfully complete all study area, specialization area, practicum, and Summer Institute requirements.
- Fulfill all financial obligations
- Submit a follow-up questionnaire.

All requirements must be completed within 3 years of the date of entry. A request for a fourth year must be approved by the program director, as must a request for an additional 6-month extension beyond the fourth year.

## PROGRAM PROCEDURES: STUDY AREAS AND SPECIALIZATIONS

### Assignment Standards

Each component in the program is designed to build on previous content, skills, and experience. Assignment procedures follow this pattern. Regular assignments and written and oral examinations are used as a means of evaluating proficiency and progress.



As students complete each study and specialization area, a series of assignments integrating theory and practice is mandated. Typical assignments require that students carry out individual case studies, become involved personally in the development or modification of management and political systems, analyze, design, and evaluate new and existing curriculum models, write grant proposals, review current research, and apply new skills in the field. Throughout, the focus of attention is on the student's work setting and its special problems, as well as the major issues currently confronting the field at the local, state, and national levels.

### **Completion of Quality Assignments**

Assignments must be submitted *regularly* as outlined by the faculty.

It is the policy of the program to allow a limited number of rewrites of assignments that are not acceptable as submitted. Faculty members reserve the right to limit the total number of rewrites per study or specialization area. Specific rewrite policies are presented at the first class session and in the appropriate study guide. Failure to meet these requirements will result in dismissal from the program.

It is expected that students will work independently and that assignments will reflect careful analysis of ideas and theories, synthesis of concepts, and logical processing.

### **Assignment Rewrites and Additions or Revisions**

Assignments requiring rewrites and additions or revisions must be received by the faculty member by the date indicated on the Assignment Review Form. The instructor will determine the amount of time necessary for the completion of the required assignment rewrite, addition, or revision. All course work, including rewrites and revisions, must be completed within the time period designated for the particular study or specialization area.

### **Grading Procedures**

Faculty members base their ratings of students on the following general factors:

- Quality of written materials, including scope and quality of research, accuracy and thoroughness of analysis, effectiveness of writing, and value of recommendations.
- Extent and quality of contributions to class discussions.

The study guide may present other factors that will be considered in assigning a grade.

In addition to the letter grade that appears on the student transcript, a performance assessment is made of every participant. Recommendations for additional investigation and material for reinforcement of concepts or skills are often included. Students may choose to use this assessment as the basis for ongoing dialogue with the instructor, despite the completion of requirements. The program dean monitors the progress of each student. Failure in a study or specialization area will result in dismissal from the program.

### **Time Extensions: Study Areas**

Students requiring additional time for completion of study area work may have a 2-month extension commencing from the date of the last class session. This privilege may be applied to two study areas during the life of the program.

### **Time Extensions: Specializations**

Students requiring additional time for completion of specialization work may have a 2-month extension commencing from the final assignment submission date. One extension may be granted during Specialization I and another during Specialization II.

### **Textbooks and Study Guides**

Texts, as well as study guides, readings, and videotapes are generally available for purchase prior to the first class session of each study and specialization area. These materials provide the student with information concerning the goals, expectations, theories, and content of each program component.

### **Evaluation by Students of Study/Specialization Areas and Faculty**

At the conclusion of each study and specialization area, students are asked to evaluate anonymously the goals, content, materials, and instruction. The results of these evaluations are disseminated for review by the instructional staff and administration.

Less formally, cluster coordinators—experienced professionals holding doctoral degrees in appropriate fields—serve as additional resources for program evaluation. From their unique vantage points, the coordinators bring a special perspective to program assessment. The coordinator is in a position to judge the success of instruction, as well as reflect upon the educational impact of the program from student perspectives. These reflections and recommendations are shared openly with the study area faculty member and often form the basis for program revision or modification. The total program experience is evaluated upon program completion.

# PROGRAM PROCEDURES: THE PRACTICUM

## Completion of Quality Assignments

The *Practicum Guide* provides information to assist students in setting up the format for the practicum proposal and report, including statement of the problem, review of the literature, outcome measures, reference list, and other components of the document. To enable students to progress through the 3-year program and to stay on track with their practicum work, a suggested calendar is also provided.

All work to be submitted should be completed on a word processor or typewriter and edited prior to submission. Practicum advisers will refuse to review work that is not at the expected standard described in the *Practicum Guide*.

No more than one rewrite of the outline, proposal, or report for Practicum I or Practicum II will be allowed. Failure to meet this requirement will result in dismissal from the program. The proposal for Practicum I must be submitted and approved by the 18th month of the program. Failure to comply will result in dismissal from the program.

Students who have not achieved an approved proposal for Practicum II by the 36th month of the program may not enroll for a fourth year and will not be able to complete the program.

## Rewrites and Additions or Revisions

Practicum problem questionnaires, concept papers, outlines, proposals, and reports requiring additions, revisions, or rewriting must be submitted to the practicum adviser by the date indicated on the Practicum Review Form. This date will be established by the adviser in consultation with the student, with the objective of assisting the student in staying on track with the prescribed calendar plan for practicum requirements. The submission date will not exceed one calendar month from the date of the review once the outline, or proposal, or report is in process. Failure to comply may result in dismissal from the program.

Commitments to implement by a certain calendar date must be made with caution, allowing time for approval of the proposal. In the event that a student is unable to reach the assigned adviser or has not received a review, the director of practicums may be contacted for assistance.

The practicum report must be submitted to the adviser within 2 months of the established date for completion of the implementation. Revisions to the report must be submitted within one month of the date the report was reviewed. This date appears on the review. Failure to comply may result in dismissal from the program.

## Grading Procedures

Grading of practicum proposals and reports is consistent with the letter grading system used in other components of the program. In addition to the grade that appears on the student transcript, the title of the practicum appears as well.

Grading procedures are discussed at the practicum orientations. Students receive assessments of their practicum performance on a regular basis through written reviews supplemented by teleconferences. The abstract and final review for Practicum I are shared with the adviser for Practicum II to provide continuity in the student's practicum work. In addition, the cluster coordinator receives a copy of reviews for all students in the cluster.

Students must receive a passing grade in each practicum component to remain in the program. No opportunity is provided to repeat practicum work that does not receive a passing grade. The director of practicums monitors the progress of all students and the quality of their practicum work. Final approval of all practicum materials is given by the director of practicums. Should an impasse be reached between student and adviser, the director of practicums intervenes.

## Practicum Dissemination

Nova Southeastern University takes great pride in the accomplishments of its students and works to share exemplary student work with a wide professional audience. Advisers may recommend superior practicum reports for consideration for abstracting in the Educational Resources Information Center database.

## Time Extensions

Students are expected to achieve an approved proposal for Practicum I by the 18th month of their program and are expected to achieve an approved proposal for Practicum II by the 36th month of their program. There are no time extensions available in practicum work. Students who achieve an approved proposal for Practicum II by the 36th month may enroll for a fourth year in the program to complete their practicum work. If a student is unable to be active in the practicum process for whatever reason, it is the student's responsibility to advise the director of practicums far in advance of the 18th or 36th month deadlines.

## Textbooks and Study Guides

Two months prior to the orientation, students are advised of the required guide and texts that are available for purchase from Nova Books, Inc.

The bookstore (Nova Books) is located on the main campus in the Rosenthal Student Center and carries all the required books for courses at Nova

Southeastern University. Students located throughout the United States and Canada can order their texts via telephone (954) 262-4750 or toll free 800-509-2665 or fax (954) 262-4759. E-mail [novabook@nsu.nova.edu](mailto:novabook@nsu.nova.edu)

## **Evaluation of Practicum Experiences and Faculty**

Students evaluate the practicum orientations and the two practicum experiences using an evaluation instrument. Comments are encouraged at each step in the evaluation process.

# **LEARNING RESOURCES**

## **Library Resources**

The Albert and Birdie Einstein Library, located in the Parker Building, houses the University's major collection of books and journals. Its more than 235,000 volumes and volume equivalents can be searched using the library's online catalog (NovaCat). Also more than 35 specialized indexes are available in-house in CD-ROM format, and an additional 70 databases, many full text, are available via the Internet and campus network. The Einstein Library is equipped to perform Dialog searches as needed. Assistance in structuring searches is available from the library staff.

The Einstein Library is a member of SEFLIN and FLIN, cooperative library networks that provide quick access to library materials throughout Florida. The library also has agreements with large research libraries in the Midwest which provide priority access to their vast collections of research materials. The Einstein Library has also been named a cooperating library of the Foundation Center in New York, giving students access to collections for grants and foundation research.

Distance education students have access to books, journal articles, microfiche, ERIC documents, dissertations, index searches, catalog searches, interlibrary loans, and reference librarians specializing in research services to distance students. Librarians travel to class sites to teach students at a distance from the campus. Students may request library materials 24 hours a day, using fax, mail, or computer. To contact Distance Library Services (DLS) by phone call 800-541-6682, Ext. 4602, or (954) 262-4602. Use the toll free fax to request materials at: 888-DLS-DOCS or 888-357-3627. Visit our web site at: <http://www.nova.edu/library> or e-mail [library@nsu.nova.edu](mailto:library@nsu.nova.edu)

The Health Professions Division Library is located on the Main Campus. The library is a member of DOCLINE, which is the National Library of Medicine's online, interlibrary loan service, coordinating with medical libraries in the United States. Full membership in the Miami Health

Sciences Library Consortium permits free exchange of materials among local medical libraries for all patrons. Membership in the Association of Visual Sciences Librarians includes a cooperative lending relationship, so patrons have free access to nearly all vision-related resources. Also, a Drug Information Center, based in the College of Pharmacy Building, is available for student use evenings and Saturdays.

The Law Library of the Shepard Broad Law Center, contains the standard materials required for legal study and research. It is one of the few collections in the country designated as a depository for United Nations documents. It is also designated as a depository for state and federal documents.

The William Springer Richardson Library, at the Oceanographic Center, houses a specialized collection of books and periodicals in physical, biological, geological, and chemical oceanography.

The University School Media Center maintains an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

For information about the system's capabilities or answers to technical questions, call the NSU general communications Helpdesk at 800-541-6682, Ext. 4357 or (954) 262-4357. Your call will be transferred to the Helpdesk and handled by the staff member on duty. E-mail: [help@nsu.nova.edu](mailto:help@nsu.nova.edu) or web site: <http://www.nova.edu/help>

## **Reimbursement for Library Circulation Privileges**

Fees incurred by the student for circulation privileges at local university libraries will be absorbed by the program.

## **Student Access to Telecommunications**

Graduate Programs at FCAE expect or require their field-based faculty, staff, and students to avail themselves of the University's electronic resources. NSU's UNIX system enables users to communicate with others in their program through electronic mail (e-mail), request university electronic library services, participate in electronic classroom course experiences (when scheduled), discuss issues in computer conferences, and access worldwide resources including; practitioners, bulletin boards, library catalogs, full-text material, databases, the Internet, and the World Wide Web.

To get online, students need an MS-DOS compatible or Macintosh\* computer, VT100 terminal emulation software (Kermit is provided by NSU), and a 14,400 baud \*\* or faster modem (or Telnet capability) for connection to NSU over local telephone lines. Students are provided NSU UNIX accounts; however, students may have to pay an access fee to reach the Internet to connect to NSU resources.



To be assigned an account on the UNIX system, students need to complete a **Request for UNIX Account** form, which is available from their program office. After the form is processed by the user's program, the Fischler Center's Office of Technology will provide account information.

## Information Technology

The Office of Information Technology and Media Services (OIT) provides the University community with technological resources and support to complement teaching, learning, research, and outreach, as well as to serve administrative operations. OIT consists of the departments of:

- Systems and Computing Services
- Network Services
- Telecommunication Services
- User Services
- Educational Technology
- Media Services

Systems and Computing Services supports the Administrative and Academic computer technologies for students, faculty and staff with a variety of hardware and software systems. Several mid-range computer systems, from Digital Corporation, Hewlett-Packard, and Sun Microsystems, provide a modern network computer environment. Systems and Computing services develops and maintains custom computer applications to meet the information needs of the University.

Network Services plans, designs, implements, and manages state-of-the-art data networks on all campuses. Local area networking is supported via fiber-optic networks, digital phone lines, and high-speed dial-up modems. Worldwide networking is supported via AT&T information access service and a T-1 connection to the Internet.

Telecommunications Services provides local and long distance telecommunication for voice, video, and data connectivity. User Services provides the hardware and software resources in a Microcomputer Lab environment for faculty and students based on applied and emerging technologies.

The labs are conveniently located on the Main Campus and East Campus, including the Leo Goodwin Residence Hall. The Collaboration and Decision Support Lab has been established at the East Campus. The User Services facilities are available to all currently enrolled NSU students. An Open Lab is maintained seven days a week, with lab monitors available to assist students with hardware and software problems.

The multi-lab design of the User Services and the variety of computer systems provide the flexibility to support student and faculty needs in structured class and Open Lab. Available computer systems include MS-DOS, Windows, OS/2, Macintosh, SunOS, and Ultrix, Peripherals such as CD-ROMS, scanners, touch screens, and laser disc

players are also located in the labs. The extensive software collection provided for students and faculty ranges from educational application programs to the most sophisticated business applications. Multimedia work stations are also available.

All labs are networked to the University's online computer systems. The online connectivity provides student and faculty access to applications software, electronic mail, the electronic classroom, the Campus-Wide Information System, and the Internet. In addition, User Services provides daily telephone and online help desk functions for faculty, students, and staff.

Educational Technology services is responsible for the Internet and World Wide Web (WWW) resources throughout the University. Custom programming and WWW development are completed utilizing the latest Internet strategies and resources.

Media Services provides faculty, students, and staff at all Nova Southeastern University locations with instructional tools, develops and produces instructional media, assists faculty in the development of instructional media, and provides consultation on media selection and the effective use of technology.

Media Services staff is dedicated to helping clients overcome personal, psychological, social, and geographic barriers to learning through technology, particularly in the use of full, two-way videoconferencing in distance education.

A fully-equipped video production studio provides service to NSU academic and support centers. In addition to video production, Media Services circulates videotapes and other instructional resources to faculty from an extensive in-house catalog, as well as from other universities and commercial rental sources. Other services offered include:

- Teleconference downlinking
- Equipment scheduling and circulation
- Copyright clearance
- Photography
- Digital film-to-slide production
- Video and audio duplication



# PROGRAM REQUIREMENTS

## Transcripts

Transcripts will be issued upon the student's written request. The current charge is \$5. The request should be sent to the registrar.

Study and specialization area requirements must be completed satisfactorily before credit will be given.

Titles of practicum reports are included on transcripts.

## Accreditation

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

## Study and Specialization Area Materials

Study guides, readings, videotapes, and reproductions of the current literature are required in each study area. They provide the student with information concerning the goals, expectations, theories, and content of the individual program component. Required textbooks and materials are ordered through Nova Southeastern Books, Inc., by the student. Order sheets will be distributed by the cluster coordinator or sent by mail 2 months prior to the start of a new study area. Charges for these materials vary according to the most recent publishers' price list.

## Conference Presentations

The faculty of the Ed.D. program believes that one expression of leadership is contribution to the field. Therefore, the program encourages students to present workshops, addresses, and other sessions at national, state, and local conferences. The program will support three students per cluster each year by providing a stipend of \$150 toward expenses. The topic of the presentation must be related to study or specialization area or practicum work pursued by the student. The student's affiliation with Nova Southeastern University must be included in the conference brochure or program. Application for this stipend is made to the program dean. Forms are available from the cluster coordinator or the program office.

## Faculty/Staff Support

Faculty and staff, which include faculty members, guest lecturers, cluster coordinators, practicum faculty, and members of the administrative staff, relate to students in numerous ways to provide continuous and quality support throughout and beyond the life of the program.

## Faculty

Faculty members, with expertise in their specific program components, are responsible for the design, implementation, and evaluation of the assigned study and specialization areas.

Opportunities for faculty/student interaction include:

- Advisement at each monthly meeting both before and after class session.
- Faculty sharing of home or business addresses and telephone numbers with students at the start of each study area.
- Regular calling hours for conferencing purposes (faculty members return students' calls, thus absorbing the cost of the telephone conference).
- Contact with faculty regarding study area assignments and requirements, individual progress in the program, readings, study area progress, and personal issues.
- Student counseling for alternative assignments after establishing student competency in a given assignment area.
- Academic assessment through faculty members' written responses to study area assignments.
- Conferencing after the close of the study area.

## Guest Lecturers

As representative members of the instructional team, the guest lecturers follow the advisement and support roles of the faculty. Time is allotted for pre- and post-session discussions with groups and/or individuals, and telephone and mail communication is continued in the guest's area of expertise, as needed.

## Cluster Coordinators

As the primary and most closely affiliated student representative, the cluster coordinator takes major responsibility for counseling and supporting students throughout the program. He or she meets regularly with students to:

- Provide ongoing consultation and advisory services to individuals, to small groups, and to the entire cluster membership
- Facilitate and provide direction for study groups.
- Develop group cohesion through student and student/family activities.
- Monitor students' progress throughout the program.
- Identify local academic and professional resources.
- Develop open channels of communication among all program members.

- Present, interpret, and provide feedback about program policies and procedures.
- Act as advocate and liaison for students, senior faculty, guest lecturers, and members of the central staff.

These functions are carried out at and between class sessions. Students meet and communicate with the cluster coordinator on an ongoing basis.

Although the telephone is another major channel of communication, cluster coordinator/student counseling also takes place at:

- Study group meetings
- Summer Institutes
- Pre- and post-class sessions
- Local, regional, and national conferences.

## Practicum Faculty

Students are assigned a practicum faculty member as adviser before beginning each project. Thereafter, regular student/adviser interaction is maintained through teleconferences and electronic or regular mail as outlined in the *Practicum Guide*. Students and practicum faculty interact at Summer Institutes and at local, state, and national conferences.

## Central Administration

Each member of the program staff, as well as the associate provost for student services, is available to counsel students from the time applications are received until graduation. Students receive advisement services from these administrators through telephone conferences and personal meetings at Summer Institutes, during on-site visits, at Practicum Orientation Days, and by mail.

Advisement is offered on such varied issues as:

- Interpretation of policies and procedures
- Academic standards and program expectations
- Study/specialization area progress
- Practicum development
- Networking
- Community resources
- Financial arrangements
- Personal problems.

## Graduate Advisement

Many of the counseling services enumerated above are open to all program alumni. Administration, faculty, and staff act as advisers to graduates who request their expertise and advice. Alumni are invited to all Summer Institutes, special program events, and general program functions where they may interact with program faculty and staff.

# PROGRAM COSTS

## Tuition

The current catalog of the Programs in Education and Technology lists all tuition costs.

## Other Fees

A one-time, nonrefundable application fee of \$50 is required and must accompany the completed application. A \$65 graduation fee is required and must be paid prior to graduation. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee.

## Other Program Expenses

Students will be responsible for the purchase of textbooks, as well as other materials typically associated with advanced study. Materials fees will be charged as necessary.

Students are responsible for travel, room, and meal expenses associated with the Summer Institutes.

## Financial Aid and Student Loans

Nova Southeastern University participates in several programs designed to assist students in securing funds to pay for their education. Information regarding student loans, tuition payment plans, and general assistance are available from the Office of Student Financial Aid (954) 262-3380 or toll free 800-522-3243 (U.S. and Canada).

## Tuition Refund Policy

Students are entitled to a full refund of tuition if the registration agreement is cancelled by the student within 10 days of signing the registration agreement or when the payment is required, if these events are before the first class session. After the first class session there will be no refund of the registration/application fees and a prorata refund of the tuition.

In addition, students will receive a full refund of tuition payments and registration/application fees paid: 1. if they do not meet minimum admissions requirements; 2. for a cancelled course, seminar, workshop, or a cluster that does not begin; 3. involuntary call to active military duty; 4. documented death of the student or member of his or her immediate family (parent, spouse, child, sibling); 5. severe illness of the student (as approved by the institution and confirmed in writing by a physician) that completion of the term is precluded; or 6. exceptional circumstances approved by the president or designee.

After the first day of instruction, students who inform the program dean of their intention to withdraw will be entitled to a tuition refund based on the following schedule: during the first 70% of a course, term, semester, study area, seminar, workshop, cycle, or summer institute, a withdrawing student will receive a prorated refund for the percentage of time not attended (the minimum refund would be 40%). Thereafter, no refund is available.

Refunds will be made within 30 days (10 days as required by the state of Wisconsin) after the effective date of withdrawal.

Unless withdrawal procedures have been completed within the stated deadline, students are assumed to be active and are responsible for tuition payments that may apply to their signed registration forms whether or not an initial payment has been submitted.

**Example #1:** Student attended three classes (15 clock hours) of a nine-class (45 clock hours) course, for which the charge was \$1,100.

Based on no. of classes  
 $9 - 3 = 6$  classes not attended  
 $6 \div 9 = 67\%$  of the term not completed  
 $67\% \times \$1,100 = \$737.00$  refunded

Based on clock hours  
 $45 - 15 = 30$  hours not received  
 $30 \div 45 = 67\%$  clock hours not completed  
 $67\% \times \$1,100 = \$737.00$  refunded

**Example #2:** Student attended 5 (17 clock hours) weeks of a 13-week (45 clock hours) term, for which the charge was \$1,675.

Based on no. of classes  
 $13 - 5 = 8$  weeks not attended  
 $8 \div 13 = 62\%$  not completed  
 $62\% \times \$1,675 = \$1,038.50$  refunded

Based on clock hours  
 $45 - 17 = 28$  hours not received  
 $28 \div 45 = 62\%$  clock hours not completed  
 $62\% \times \$1,675 = \$1,038.50$  refunded

Note: This policy is designed to meet or exceed refund requirements of various states (e.g., California, South Carolina, Washington, Indiana, Wisconsin, and Florida).

**TUITION AND FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE.**

## STUDENT GRIEVANCE PROCEDURE

The purpose of this procedure is to promote the orderly resolution of problems arising out of a student complaint concerning a policy, procedure, or administrative action of Nova Southeastern University. Students and faculty are encouraged to informally resolve disputes prior to instituting a formal grievance.

A. Any student who has a grievance concerning administrative action or a member of the faculty or staff shall file such a grievance in writing within 15 days from the date of the action taken against him/her to the Associate Provost for Student Services.

The written grievance will contain a short and concise statement of all relevant facts and the relief sought on forms available from the Student Services Office.

B. Upon receipt of a written grievance, the Associate Provost for Student Services shall request proof supporting the grievance and request a response with supporting evidence from the party against whom the complaint has been filed. An Administrative Review Panel will review the grievance and evidence to determine whether the grievance presents a complaint upon which action should be taken. If the grievance is found to have no basis, to be insubstantial, or wholly a question of academic discretion, the grievance shall be dismissed without further action. The student will be advised in writing as to whether the grievance was dismissed, or whether additional action will be taken.

1. If the Administrative Review Panel decides that further inquiry should be made, then the Associate Provost for Student Services may invoke one of the following procedures:

a. **Informal Resolution Procedure:** The Associate Provost for Student Services may informally meet with all parties and try to resolve the issues raised.

b. **Formal Resolution Procedure:** If the Associate Provost for Student Services is unable to informally resolve the issue, then a Grievance Committee will be convened to make a final determination of the issue.

2. The Grievance Committee shall consist of three members. Two members shall be taken from a center alumni list and will be chosen by rotation sequence and availability from a resource panel of alumni who have consented to serve as impartial arbitrators. The third member will be a faculty member or center

administrator of Nova Southeastern University. The third member will have no immediate knowledge of the facts of the dispute.

3. The parties will attend the Grievance Hearing before the panel at which time both parties shall submit their evidence and arguments concerning the matter. The parties shall be notified of the time, date, and place of the hearing. All hearings shall be conducted on the main campus during normal working hours. There will be no meeting of the Committee unless an active appeal has been filed in accordance with this procedure.

The Grievance Committee Hearing shall be subject to the following procedures:

- a. The committee shall have no right to modify, add to, or subtract from this grievance procedure.
  - b. A majority vote of the committee shall be determinative.
  - c. The committee may not substitute its judgement for the qualitative academic decision of the faculty member rendering the grade or assessing the student's work. The committee may only recommend to uphold or reverse the Program's decision. In the event the Committee reverses the Program's decision, the Program Dean shall fashion a remedy consistent with sound academic principles which shall be final. The committee may not address sanctions, which are wholly within the Program Dean's discretion.
  - d. The committee shall render its decision in writing on forms provided.
  - e. The committee shall be obliged to render a decision within fourteen (14) calendar days following the close of the hearing.
4. The decision of the committee shall be final and binding. Any student filing a grievance shall be notified of the committee's decision by certified mail to their last official address.
  5. Any and all disputes, grievances or claims arising out of the student's relationship with the university shall be brought in the Circuit Court of Broward County, Florida, or the United States District Court for the Southern District of Florida, and further, shall be governed and construed according to the laws of the State of Florida.

## Arizona Students

In compliance with the Arizona State Board for Private Postsecondary Education, the following policy has been reproduced for your information. If you have any questions, please contact:

Associate Provost for Student Services  
FCAE  
Nova Southeastern University  
1750 NE 167 Street  
North Miami Beach, Florida 33162-3017  
800-986-3223, Ext. 8688

If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the:

Arizona State Board  
for Private Postsecondary Education  
1400 W. Washington  
Room 206  
Phoenix, Arizona 85007  
(602) 542-5709

The student must contact the State Board for further details



# STUDENT RIGHTS AND RESPONSIBILITIES

## The Code of Student Conduct and Academic Responsibility

**Purpose:** This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

### Nova Southeastern University Statement of Academic Rights and Responsibilities

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

## A. Academic Standards

The University expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgment be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards I(A) (1) or I(A) (2) is considered plagiarism at Nova Southeastern University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism;
- b. Any form of cheating;
- c. Conspiracy to commit academic dishonesty;
- d. Misrepresentation;
- e. Bribery in an attempt to gain an academic advantage;
- f. Forging or altering documents or credentials; and
- g. Knowingly furnishing false information to the institution.

5. **Additional Matters of Ethical Concern.**

Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

## **B. Conduct Standards**

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
  - a. Theft;
  - b. Vandalism;
  - c. Disruptive behavior;
  - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
  - e. Possession, transfer, sale, or use of illicit drugs;
  - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
  - g. Violations of housing regulations;
  - h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
  - i. Threats of or actual damage to property or physical harm to others; and

- j. Any activity that may be construed as hazing ("hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university); and
- k. Failure to pay tuition and fees in a timely manner.

2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

## **C. Supplementary Standards**

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

## **D. Violations**

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.

## Drug-Free Schools and Campuses

When you use or deal in drugs, you also risk incarceration and/or fines. The attached federal sentencing guidelines indicate federal penalties for trafficking in drugs.

In addition to the federal sanctions, Florida state statutes provide sanctions in regard to the use, possession, and/or sale of illicit drugs and the abuse of alcohol. Punishment varies dependent upon the amount and type of drug and/or alcohol involved. Felony convictions range from one year to life imprisonment. Possession of not less than 20 grams of cannabis is punishable as a misdemeanor of the first degree. Punishment for misdemeanors ranges from less than 60 days to one year imprisonment.

Under §893.13, Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or possess with intent to sell, purchase, manufacture, or deliver a controlled substance. Violation of this statute is a felony and is punishable under Chapter 775 of the Florida Statutes.

Under §893.13 (1) (e), Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or to possess with the intent to sell, purchase, manufacture, or deliver a controlled substance in, on, or within 1,000 feet of a public or private elementary, middle, or secondary school. Punishment for a violation of this statute may include a minimum three-year imprisonment.

Under §316.1936, Florida Statutes, it is unlawful for any person to possess an open container of alcoholic beverage while operating a vehicle in the state or while a passenger in or on a vehicle being operated in the state. Violation of this law will result in a noncriminal moving traffic violation, punishable as provided in Chapter 318 of the Florida Statutes, with fines and points on a driving record leading to driver's license suspension.

Under §316.193, Florida Statutes, a person is guilty of driving under the influence if such a person is driving or in actual physical control of a vehicle within the state and the person is under the influence of alcoholic beverages or any controlled substance when affected to the extent that his or her normal faculties are impaired or the person has a blood alcohol level of .10 percent or higher. First conviction on such a DUI charge shall result in a fine not less than \$250 or more than \$500 and imprisonment not more than six months. A second

conviction results in a fine of not less than \$500 or more than \$1,000 and not more than nine months' imprisonment. Third conviction will result in not less than a \$1,000 fine or more than a \$2,500 fine and imprisonment for not more than 12 months.

By applying for a driver's license and accepting and using a driver's license, a person holding the driver's license is deemed to have expressed his or her consent to submit to breath, blood, and urine tests for alcohol, chemical substances, or controlled substances.

Nova Southeastern University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the work place no later than five (5) days after such conviction. In order to comply with federal law, Nova Southeastern University must notify any federal contracting agency within ten (10) days of having received notice that an employee engaged in the performance of a federal contract or grant has had a criminal drug statute conviction for a violation occurring in the work place. Any criminal drug convictions in the workplace must be reported by the employee to his or her University supervisor or department head within five (5) days of the date of such conviction. The University will discipline any employee who is so convicted or require the employee's satisfactory participation in a drug/alcohol abuse assistance or rehabilitation program within thirty (30) days of notice of such conviction.

Any Nova Southeastern University employee or student determined to have violated this policy shall be subject to referral for prosecution by the appropriate authorities. Other sanctions include evaluation/treatment for drug use disorder, which may include mandatory completion of a drug/alcohol abuse rehabilitation program, expulsion, and/or termination.

All Nova Southeastern University faculty and staff members will, as a condition of their employment, abide by the terms of this policy. All Nova Southeastern University students will, as a condition of their enrollment, abide by the terms of this policy.

## Smoking and Nonsmoking

Smoking is prohibited in any Nova Southeastern University facility where, regardless of physical separation, nonsmokers share a ventilation system with smokers.

This policy does not apply to living quarters (dormitories) which are subject to a separate smoking policy. Nor does this policy in any way supersede the Florida Clean Indoor Air Act.

# Alcohol and Other Drugs

Nova Southeastern University, as an institution of higher education, is dedicated to the well-being of all members of the University community—students, faculty, staff, and administrators. Concerned with the misuse of alcohol and other drugs (both licit and illicit), it is the policy of the University to endeavor to prevent substance abuse through programs of education and prevention.

The University recognizes alcoholism and drug abuse as illnesses or treatable disorders, and it is the University's policy to work with members of the University community to provide channels of education and assistance. However, it is the individual's responsibility to seek help. The University also recognizes that the possession and/or use of certain substances is illegal, and the University is obligated to comply with local, state, and federal laws.

1. While on campus or engaged in any University related activity, members of the University community must be in a fit condition to perform appropriately. Being under the influence of alcohol and/or drugs is prohibited and may subject the individual to disciplinary action including the possibility of dismissal.
2. Employees will be evaluated only on their work performance. If alcohol consumption or the use of any other drug affects an employee's performance, assistance is available. However, if an employee's performance continues to deteriorate, the University will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.
3. Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis. The purpose of this assistance is to help the individual member of the University community who has a substance abuse problem lead a productive work and/or academic life free of substance abuse.
4. Members of the University community who engage in any illegal activity involving alcohol or other drugs are subject to dismissal.



# Federal Trafficking Penalties

PENALTY			Quantity	DRUG	Quantity	PENALTY	
CSA	2nd Offense	1st Offense				1st Offense	2nd Offense
	Not less than 10 years. Not more than life.	Not less than 5 years. Not more than 40 years.	10-99 gm or 100-999 gm mixture	<b>METHAMPHETAMINE</b>	100 gm or more or 1 kg <sup>1</sup> or more mixture	Not less than 10 years. Not more than life.	Not less than 20 years. Not more than life.
			100-999 gm mixture	<b>HEROIN</b>	1 kg or more mixture		
			500-4,999 gm mixture	<b>COCAINE</b>	5 kg or more mixture		
I	If death or serious injury, not less than life.	If death or serious injury, not less than 20 years. Not more than life.	5-49 gm mixture	<b>COCAINE BASE</b>	50 gm or more mixture	If death or serious injury, not less than 20 years. Not more than life.	If death or serious injury, not less than life.
and			10-99 gm or 100-999 gm mixture	<b>PCP</b>	100 gm or more or 1 kg or more mixture		
II	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$2 million individual, \$5 million other than individual.	1-10 gm mixture	<b>LSD</b>	10 gm or more mixture	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$8 million individual, \$20 million other than individual.
			40-399 gm mixture	<b>FENTANYL</b>	400 gm or more mixture		
			10-99 gm mixture	<b>FENTANYL ANALOGUE</b>	100 gm or more mixture		

Drug	Quantity	First Offense	Second Offense
Others <sup>2</sup>	Any	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million not individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million not individual.
- III	All	Any	Not more than 5 years. Fine not more than \$250,000 individual, \$1 million not individual.
IV	All	Any	Not more than 3 years. Fine not more than \$250,000 individual, \$1 million not individual.
V	All	Any	Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 not individual.

<sup>1</sup> Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.

<sup>2</sup> Does not include marijuana, hashish, or hash oil.

## Federal Trafficking Penalties – Marijuana

Quantity	Description	First Offense	Second Offense
1,000 kg or more; or 1,000 or more plants	<b>Marijuana</b> Mixture containing detectable quantity	Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than \$8 million individual, \$20 million other than individual.
100 kg to 1,000 kg; or 100-999 plants	<b>Marijuana</b> Mixture containing detectable quantity	Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$2 million individual, \$5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than \$4 million individual, \$10 million other than individual.
50 to 100 kg	<b>Marijuana</b>	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million other than individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million other than individual.
10 to 100 kg	<b>Hashish</b>		
1 to 100 kg	<b>Hashish Oil</b>		
50-99 plants	<b>Marijuana</b>		
Less than 50 kg	<b>Marijuana</b>	Not more than 5 years. Fine not more than \$250,000, \$1 million other than individual.	Not more than 10 years. Fine \$500,000 individual, \$2 million other than individual.
Less than 10 kg	<b>Hashish</b>		
Less than 1 kg	<b>Hashish Oil</b>		

# Controlled Substances – Uses & Effects

DRUGS' CSA SCHEDULES		TRADE OR OTHER NAMES	MEDICAL USES	DEPENDENCE		TOLERANCE	DURATION (Hours)	USUAL METHODS OF ADMINISTRATION	POSSIBLE EFFECTS	EFFECTS OF OVERDOSE	WITHDRAWAL SYNDROME
				Physical	Psychological						
NARCOTICS											
Opium	II III V	Dover's Powder, Paregoric Parapectolin	Analgesic, antidiarrheal	High	High	Yes	3-6	Oral, smoked	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death	Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating
Morphine	II III	Morphine, MS-Contin, Roxanol, Roxanol SR	Analgesic, antitussive	High	High	Yes	3-6	Oral, smoked, injected			
Codeine	II III V	Tylenol w/Codn, Robitussin AC, Empirin w/Codn, Fiorinal w/Codn	Analgesic, antitussive	Moderate	Moderate	Yes	3-6	Oral, injected			
Heroin	I	Diacetylmorphine, Horse, Smack	None	High	High	Yes	3-6	Injected, sniffed, smoked			
Hydromorphone	II	Dilaudid	Analgesic	High	High	Yes	3-6	Oral, injected			
Meperidine (Pethidine)	II	Demerol, Mepergan	Analgesic	High	High	Yes	3-6	Oral, injected			
Methadone	II	Dolophine, Methadone, Methadose	Analgesic	High	High-Low	Yes	12-24	Oral, injected			
Other Narcotics	I II III IV V	Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomotil, Talwin <sup>2</sup>	Analgesic, antidiarrheal, antitussive	High-Low	High-Low	Yes	Variable	Oral, injected			
DEPRESSANTS											
Chloral Hydrate	IV	Noctec	Hypnotic	Moderate	Moderate	Yes	5-8	Oral	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death	Anxiety, insomnia, tremors, delirium, convulsions, possible death
Barbiturates	II III IV	Amytal, Nembutal, Fiorinal, Lotusate, Tuinal, Seconal, Butisol, Phenobarbital	Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent	High-Mod.	High-Mod.	Yes	1-16	Oral			
Benzodiazepines	IV	Ativan, Dalmane, Librium, Restoril, Diazepam, Xanax, Serax, Valium, Tranxene, Versed, Verstran, Halcion, Paxipam	Antianxiety, anticonvulsant, sedative, hypnotic	Low	Low	Yes	4-8	Oral			
Methaqualone	I	Quaalude	Sedative, hypnotic	High	High	Yes	4-8	Oral			
Glutethimide	III	Doriden	Sedative, hypnotic	High	Moderate	Yes	4-8	Oral			
Other Depressants	III IV	Equanil, Miltown, Noludar, Placidyl, Valmid	Antianxiety, sedative, hypnotic	Moderate	Moderate	Yes	4-8	Oral			
STIMULANTS											
Cocaine <sup>1</sup>	II	Coke, Flake, Snow, Crack	Local anesthetic	Possible	High	Yes	1-2	Sniffed, smoked, injected	Increased alertness, excitation, euphoria, increased pulse rate & blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death	Apathy, long periods of sleep, irritability, depression, disorientation
Amphetamines	II	Biphetamine, Delcobase, Desoxyn, Dexedrine, Obetrol	Attention deficit disorders, narcolepsy, weight control	Possible	High	Yes	2-4	Oral, injected			
Phenmetrazine	II	Preludin	Weight control	Possible	High	Yes	2-4	Oral, injected			
Methylphenidate	II	Ritalin	Attention deficit disorders, narcolepsy	Possible	Moderate	Yes	2-4	Oral, injected			
Other Stimulants	III IV	Adipex, Cyferl, Didrex, Ionamin, Melfiat, Plegine, Sanorex, Tenuate, Tepanil, Prelu-2	Weight control	Possible	High	Yes	2-4	Oral, injected			
HALLUCINOGENS											
LSD	I	Acid, Microdot	None	None	Unknown	Yes	8-12	Oral	Illusions and hallucinations, poor perception of time and distance	Longer, more intense "trip" episodes, psychosis, possible death	Withdrawal symptoms not reported
Mescaline and Peyote	I	Mesc, Buttons, Cactus	None	None	Unknown	Yes	8-12	Oral			
Amphetamine Variants	I	2,5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB	None	Unknown	Unknown	Yes	Variable	Oral, injected			
Phencyclidine	II	PCP, Angel Dust, Hog	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Phencyclidine Analogues	I	PCE, PCPy, TCP	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Other Hallucinogens	I	Bufotenine, Ibogaine, DMT, DET, Psilocybin, Psilocyn	None	None	Unknown	Possible	Variable	Smoked, oral, injected, sniffed			
CANNABIS											
Marijuana	I	Pot, Acapulco Gold, Grass, Reefer, Sinsemilla, Thai Sticks	None	Unknown	Moderate	Yes	2-4	Smoked, oral	Euphoria, relaxed inhibitions, increased appetite, disoriented behavior	Fatigue, paranoia, possible psychosis	Insomnia, hyperactivity and decreased appetite occasionally reported
Tetrahydrocannabinol	I II	THC, Marinol	Cancer chemotherapy antinauseant	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish	I	Hash	None	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish Oil	I	Hash Oil	None	Unknown	Moderate	Yes	2-4	Smoked, oral			

<sup>1</sup> Designated a narcotic under the CSA

<sup>2</sup> Not designated a narcotic under the CSA

## Substance Abuse Awareness, Education, and Prevention

Nova Southeastern University's activities in substance abuse awareness, education, and prevention exist to encourage members of the University community to avoid the use of illicit drugs, to use alcohol and other licit drugs in a responsible manner, and to avert the need for direct intervention. The specific goals of the program are the following:

- To educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences.
- To inform members of the University community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances.
- To support those who choose not to drink alcohol or to use other drugs.
- To teach those who choose to drink alcohol to do so responsibly.
- To help those who abuse alcohol or other drugs.

In order to achieve these goals, the University operates and/or engages in the following programs and activities:

- 1. Alcohol and Drug Resource Center.** The Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the University's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the Resource Center staff to disseminate information within their centers.
- 2. Advisory Committee.** This is a group of administrators, faculty, and student leaders who are appointed by the vice president for academic affairs to serve as advisers and resource persons. The committee is chaired by the director of the Alcohol and Drug Resource Center. The group meets monthly to discuss and develop program plans and activities.

### 3. Alcohol and Drug Awareness Activities.

Under the direction of the Resource Center, there are regular and ongoing activities designed to disseminate information about alcohol and drug use. The audience of the information is all students, employees, and faculty of the University, both on and off campus. The awareness activities can include posters, media campaigns, films, exhibits, and literature. The University supports the National Alcohol Awareness Week and schedules activities at that time to promote awareness on campus.

- 4. Student Organizations.** The student governments are encouraged to establish chapters of organizations such as BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Drunk Driving).

- 5. Alcohol and Drug Workshops.** Workshops are provided for student leaders and for employees as part of the University's staff development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.

- 6. Academic Courses.** Several academic centers have put identifiable units on alcohol and drugs into appropriate existing courses. Additionally, several academic centers have established elective courses in substance abuse and/or recommend students to take such courses in other centers. Assistance is available to the academic centers from the Alcohol and Drug Abuse Resource Center to ensure the substance abuse content of courses is consistent with University policies.

- 7. Orientation.** Academic centers include information on drugs and alcohol in the orientation sessions and materials for new students. The orientation provides a general orientation to the problems of substance abuse and includes a statement of the University's policy on drugs and alcohol. The information is presented in a positive manner. The Resource Center works with the academic centers to prepare the materials presented.

# Communicable Diseases Policy Guidelines

It is the intent of the University to protect students and employees from exposure to communicable diseases that pose reasonable risk of harm to members of the University community. It is also the intent of the University to protect the rights of those infected with a communicable disease pursuant to the Sick Leave Policy of the University. Employees and students of the University who do become infected with a communicable disease are subject to the guidelines listed below.

All employees diagnosed with any communicable disease will receive the same benefits and privileges extended to any employee under the Sick Leave Policy and shall be afforded confidentiality for all related issues.

The University will be flexible in its response to incidents of communicable disease, evaluating each occurrence in light of this policy and current available medical information.

## Guidelines

1. For the purpose of this policy, the term "employee" shall include all persons employed by the University, either full time or part time, including adjuncts and off-site coordinators, but shall not include the following persons:

- a. Members of the Board of Trustees
- b. Guest lecturers
- c. Vendors

The term "student" shall include all persons enrolled at the University, either part time or full time, from preschool through graduate studies.

The term "infected person" shall include students and employees who have been medically diagnosed as infected with a communicable disease.

In the event that any employee, administrator, or student has a concern about the potential for the spread of a communicable disease within the University community, those concerns should be brought to the assistant director of human resources for review consistent with the current available information on the spread of the particular communicable disease. After review and evaluation of the concerns, if there appears to be a reasonable likelihood of the spread of the disease within the University community by an infected person, the assistant director of human resources will, after notification of the issues presented to the University president, contact the Broward County Health Department for recommendations of appropriate action consistent with state law.

The University will make available to its employees and students information about the transmissibility of communicable diseases and precautions that can be taken to prevent the spread of various communicable diseases.

2. An infected person can continue to work and study so long as he or she is able to continue to perform regular responsibilities satisfactorily and so long as the best available medical evidence indicates that his or her continued status does not present a health or safety threat to self or others. Infected employees with diseases that threaten the safety of others are eligible for the same leave of absence provisions of current University policy for sick or annual leave.
3. An infected person returning to work or school after a leave of absence for reasons related to a communicable disease must provide a statement from his or her treating physician indicating current medical status. An employee shall submit the physician's statement to the director of human resources or a delegated representative. Students shall submit their statement to their program dean.
4. Within reason, the University shall make accommodations to the infected persons, whenever possible, to ensure continuity in employment or in the classroom. Such measures may include, subject to administrative limitations, job reassignment or class reassignment to place the infected person in a less demanding position.
5. No infected person (employee or student) may be dismissed from the University solely on the basis of a diagnosis of an infection of a contagious disease. A decision to dismiss or discharge will only be made after reasonable accommodation has been attempted and an examination of facts demonstrate that the infected person can no longer perform as required or poses a reasonable threat to the health and safety of those around him or her.
6. Disciplinary measures are available to the University when any employee fails or refuses to work at his or her assigned job with an infected person who has not been deemed to pose a present health or safety threat to self or to others. Student disciplinary measures shall range from counseling to expulsion.
7. As with any medical condition, employees must not disclose information regarding another employee or student to anyone except those employees with a medical or administrative need to know. The University shall take every precaution to ensure that confidentiality is maintained. Breach of such confidentiality by any employee shall result in disciplinary action.



# Policy on Sexual Harassment

It is the intent of Nova Southeastern University to protect all employees and students from sexual harassment. Sexual harassment is a violation of Title VII. Sexual harassment undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students. In accordance with Equal Employment Opportunity Commission-promulgated guidelines, unwelcome sexual advances, unwanted requests for favors of a sexual nature, and any other verbal or physical conduct of a sexual nature are considered sexual harassment if:

- (a) Explicit or implicit submission to sexual overtones is made a term or condition of employment.
  - (b) Employment decisions are made on the basis of whether submission to or rejection of sexual overtones occurred.
  - (c) An individual's work performance is unreasonably interfered with by a sexually intimidating, hostile, or offensive atmosphere.
- A. At Nova Southeastern University, sexual harassment of or by employees includes:
- 1. Unwelcome or unwanted sexual advances. This includes unwelcome physical contact or sexual advances considered unacceptable by another individual.
  - 2. Requests or demands for sexual favors. This includes subtle or blatant pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.
  - 3. Verbal abuse that is sex-oriented or considered unacceptable by another individual, as well as sexually derogatory comments. This includes commenting about an individual's body or appearance when such comments go beyond mere courtesy; telling jokes that are clearly unwanted and considered offensive by others; or other tasteless, sexually-oriented comments or innuendoes or actions that offend others.
  - 4. Engaging in any type of sexually-oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attention to someone that reduces personal productivity or time available to work at assigned tasks.

- 5. Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexually-oriented conversations, suggestions, requests, demands, physical contacts or attentions.

Nova Southeastern University will not tolerate sexual harassment. Sexual harassment is an insidious practice. It demeans individuals being treated in such manner and creates unacceptable stress for the entire organization. Persons harassing others will be dealt with swiftly and vigorously.

Normal, noncoercive interaction that is acceptable to both parties is not considered to be sexual harassment.

All allegations of sexual harassment of or by an employee, client, or vendor will be promptly and thoroughly investigated by the Human Resources Department and should be reported promptly to the director of human resources.

B. At Nova Southeastern University, sexual harassment by employees of students is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- 1. Submission to such conduct is made to appear to be a term or condition of enrollment, attendance, or participation in a class;
- 2. Submission to or rejection of such conduct affects academic decisions; or
- 3. Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment;
- 4. Unwelcome patting, pinching, or touching;
- 5. Offensive or demeaning sexual remarks, jokes, or gestures.

Students aggrieved by a violation of this policy may file a grievance under their center's grievance procedure. Any employee who violates any portion of this policy shall be subject to disciplinary action.

At Nova Southeastern University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism that can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

## Privacy of Records

Nova Southeastern University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the Office of the University Registrar. However, the Office of the University Registrar will not release transcripts of students' academic records until all their accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: a) student's name; b) dates of attendance; c) degree and awards received. Requests for such information must be submitted in writing to the registrar. The University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova Southeastern University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the University if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

## Reservation of Power

Nova Southeastern reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

## Nova Southeastern University Policies Governing Student Relations

### General

Nova Southeastern University has established specific policies, procedures, and guidelines defining its relationship with its students. The term "student" defines the student, or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

### Institutional and Academic Information

Nova Southeastern and its academic schools and centers periodically publish bulletins or catalogs describing NSU and its programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the Office of the University Registrar maintains at least one full-time employee to assist students in obtaining information.

## **Student Publications**

Nova Southeastern University, as publisher, bears the legal responsibility for the contents of student publications. In the delegation of editorial responsibility to students, the University provides sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles of free inquiry and free expression in the Nova Southeastern University academic community.

The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.

As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.
3. All University published and financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

## **Student Participation in University Governance**

In furtherance of its commitment to teaching and learning, Nova Southeastern University encourages student participation in institutional decision making.

Within each center, elected student government bodies provide vehicles for student expression of views and opinions on issues of institutional policy. Officers of the student governments are members of the President's Student Advisory Committee which meets monthly with the President and appropriate senior administrative staff to discuss University matters of general interest to the student body.

Additionally, students are regularly appointed to committees, task forces, and ad hoc groups dealing with issues of concern to students, including appointment to each self study subcommittee.

## **Notice of Nondiscrimination**

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

The Office of the University Registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

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